

**Life in the
West
Grades K-8**

Teacher-Led Tour Guide

Any questions or comments on this Teacher Activity Guide are welcome. Contact the Director of Education at:

Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102
(314) 655-1600

Produced by the Division of Museum Services and Interpretation



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To the Group Leader

Museum Manners

Please read instructions listed below to your students before entering the museum.



Welcome to Jefferson National Expansion Memorial. We invite you to use this guide to lead your students through the Museum of Westward Expansion for a 45 minute visit. You may move at your own pace, and leave the museum to see a film, visit the top of the Arch or Old Courthouse and return later to continue your self-guided tour.

There are over 367 national parks and each has a story to tell. The Gateway Arch is a monument to St. Louis' role in the 19th century westward expansion of our nation, and the many people who passed through St. Louis as they moved west. This museum tells the stories of these people and their children. Each exhibit shows the items they carried, the words they wrote, and photographs which captured the images of their faces.

Like the people traveling the Oregon Trail in the 1850s, you will probably be sharing the museum with many other groups. We suggest that you follow the recommended route, although detours may be necessary if another group is already visiting the next exhibit, or if there is a scheduled ranger program in progress. You are also welcome to visit all the museum exhibits, not just the areas described here.

“Welcome! The park rangers are glad we are visiting with them today. They need our help to preserve this national park and protect us—their visitors. Please pay attention to the following:

- Look only with your eyes and not with your hands. Do not touch the displays, step onto exhibits or lean against photographs and murals.
- Museum artifacts and exhibits are fragile.
- Remain in our group at all times. You are responsible for your behavior.



Curriculum Objectives

The following tested objectives for the states of Missouri and Illinois, as well as, National Standards for History and Social Studies are addressed in this guide:

Gather, analyze and apply information and ideas. (MAP 1.5, 1.9: ILS 16.A, 16.B, 16.C, 16.D, 16.E, 17.A, 18.A, 18.C; NSH 1A, 2B, 2F, 2H, 3B; NCSS I.a, I.c, II.b, II.c, II.d, III.h, V.g, VII.d)

Communicate effectively. (MAP 2.3, 2.4: ILS 16.A, NSH 1G; NCSS IV.b)

Recognize and solve problems. (MAP 3.5; ILS 16.C; NSH 5A, 5E; NCSS III.d, IX.b, X.j)

Make decisions and act as responsible members of society.

MAP: Missouri Assessment Program

ILS: Illinois Learning Standards

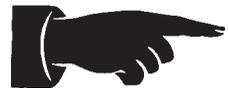
NSH: National Standards for History

NCSS: National Council for the Social Studies

Safety Tips

Park rangers are here to protect you and keep you safe. If you need help, please contact a ranger.

Soft lighting, multiple steps, and carpeted floors are found throughout the Museum of Westward Expansion. Note the light colored carpeting, which identifies steps and ramps in the museum! Walk



•Soft drinks, candy, gum or any other foods including lunches are not allowed in the museum.

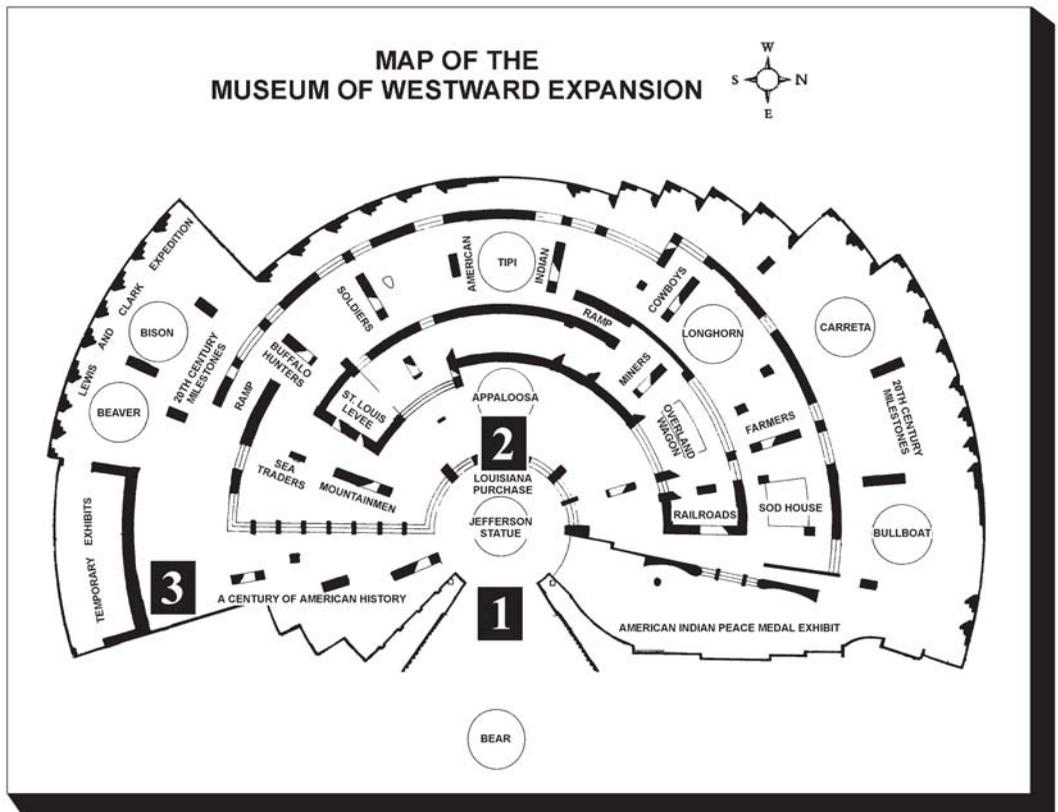
•Refrain from running, loud voices, pushing or shoving. Other groups in the museum may have scheduled a ranger-led program. We are welcome to listen in, but we are asked not to participate in the program. When a ranger-led program is taking place at one of the exhibits in this guide, we will take a detour to the next stop.”



MUSEUM OF WESTWARD EXPANSION

Introduction (Please Read to Students):

The West of the 19th century was a land of constant changes. After the Louisiana Purchase in 1803 by Thomas Jefferson, many people went west looking for new homes, inexpensive land, religious freedom, ways to make money, and adventure. The American Indians faced many changes and hardships as newcomers claimed the land the American Indians knew as home. For everyone, the 1800s were years filled with changes. Let's listen to their stories.



1

Please move to the statue of Thomas Jefferson at the beginning of the museum. Please read aloud: “Look up to the ceiling and you will see numbers. These numbers are the time rings which organize the exhibits into decades, or ten year periods of time. The different colored walls below them feature exhibits about the people who lived in the west.”

“In the center of the first ring of 1800 is the life-sized statue of Thomas Jefferson, the third president of the United States. When we stand beside him, (but don’t touch) we see his eyes focused on the future, looking ahead to the pictures of the Pacific Ocean at the edge of the western lands in the distance. Like the children who lived in the west, President Jefferson was very curious about the world around him.”

2

Find the wooden map that looks like a puzzle piece of the Louisiana Purchase, and the beginning of the American Indian Wall which is under the 1810 ring. Please read aloud: “ President Thomas Jefferson bought the middle section of the United States from France in 1803. The first people who lived on this land were the American Indian people of many nations. Let’s read the view they had toward this land. Read Tecumseh’s quote on the Indians Wall which begins “Sell a Country!” What do you think Tecumseh meant? Do you agree? Why or why not?”

3

Please move to the large white map of the United States on the far left side of the museum, on The Lewis and Clark Expedition 1804-1806 exhibit. Find the red lines showing the journey of the expedition. The bright red line represents the trip to the Pacific and the dark red line is the return trip. Note the names of the participants on the plaque beside the map. Please read aloud:

“In 1804, President Jefferson sent a group of explorers led by Meriwether Lewis and William Clark to learn about the people, birds, animals, flowers, rivers and mountains they would find beyond St. Louis. He hoped they would find a river all the way to the Pacific Ocean.” They did not find a continuous river route, but did find new plants, animals, and met new and different people.

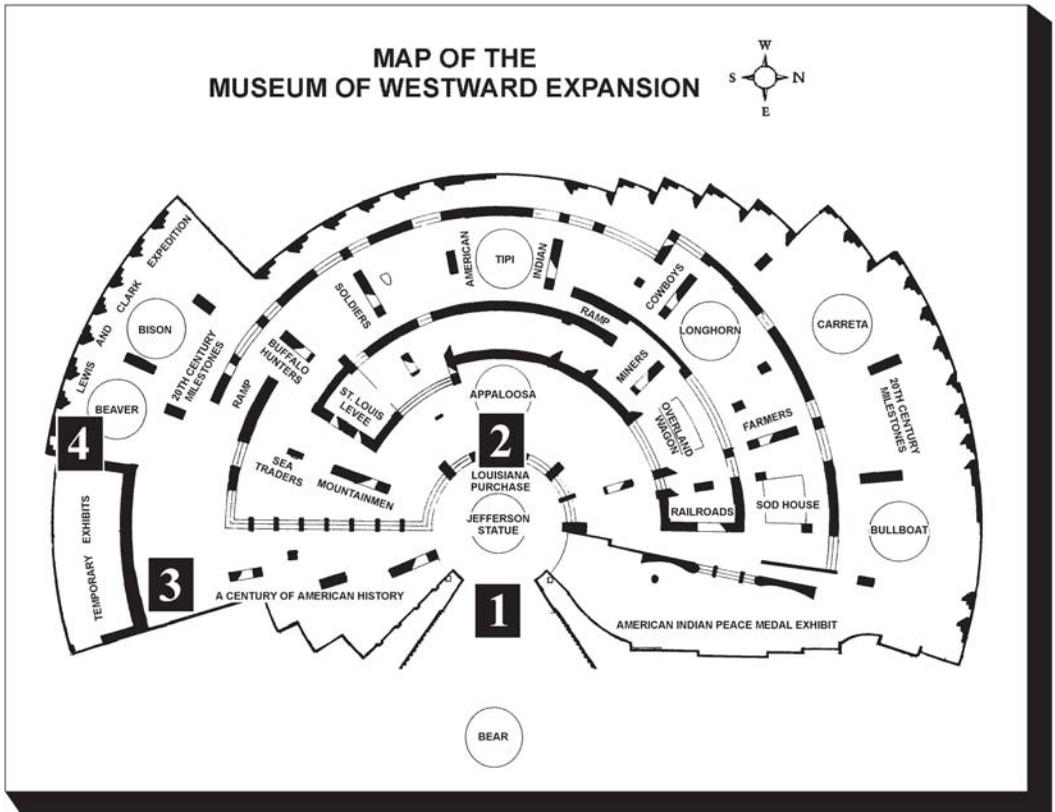
LEWIS AND CLARK EXPEDITION



Ask students to count the number of journal panels, beginning with the one at Wood River, IL, Monday May 14, 1804: Please move to the second panel:

4

Lewis and Clark Expedition Wall “August 1, 1804”, the 2nd panel (by the beaver exhibit). Read this quote.



Read To The Class

Thomas Jefferson sent Meriwether Lewis back to school before he started on his famous journey. On the 2 1/2 year trip, Meriwether studied the animals and plants he found. The journey was exciting, and many people went along. During the main part of the expedition, there were 33 travelers, including:

26 soldiers;
a half-Indian, half-French interpreter named Drouillard;
York, an African American;
a teenage Shoshone woman named Sacagawea;
her husband Toussaint Charbonneau;
and their baby son, Jean Baptiste.

Lewis even brought along his large Newfoundland dog. Is your group about the same size as the Lewis and Clark Expedition? The journals the explorers wrote became scientific reports counting all the different types of plants and animals they found. The writers often relied on “guess spelling.” Each day offered new adventures and discoveries.

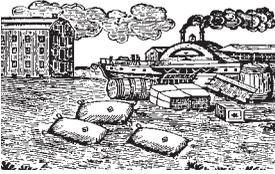
Scavenger Hunt

At the panel for August 1, 1804:

- what do you see in the exhibit next to the Lewis and Clark Wall that is on Captain Clark’s menu?
- did they eat to celebrate William Clark’s 34th birthday?
- how does your birthday celebration compare to Clark’s?



ST. LOUIS

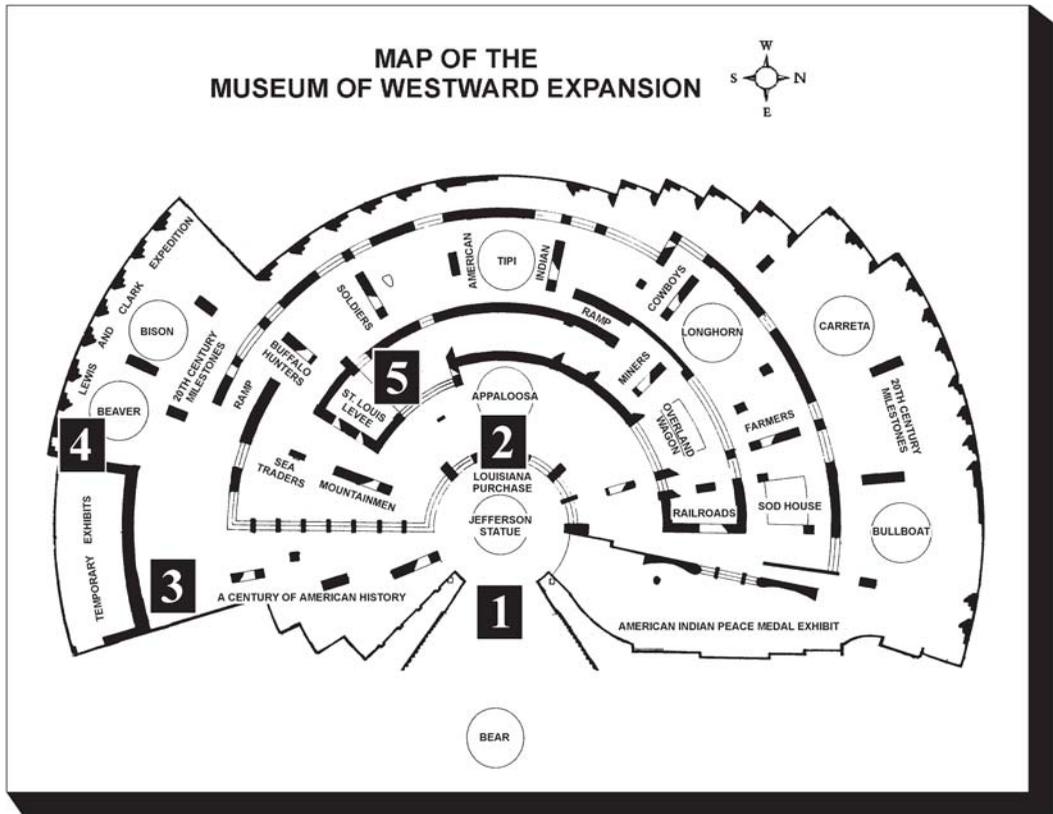


(Please read aloud.) The members of the Lewis and Clark expedition were excited about the people they met and the places they visited. After they came home, they told other people about their discoveries in the west. St. Louis grew as first fur traders, then more and more families traveled through on their way to Oregon and California.

5

Please move to the following place and ask your students to find the time ring:

The St. Louis Levee Wall (1850-1860 rings)



Read To The Class

On March 24, 1857, an 18-year old girl named Mollie Dorsie Sanford stood on the St. Louis Levee and wrote these words: “Mother and I have spent the day in shopping. . . we have laid in a stock of provisions, a whole barrel of sugar, a large cook stove and an elegant set of dishes, so we are all right as long as they last, the sugar and the provisions. Father has our tickets. We go on the boat “Silver Heels,” take passage tonight. There seem to be lots of passengers. I went on board with father. Hope we will have a jolly time.”

As the oldest of eight children, Mollie was excited about going to Nebraska, to “a new country.” St. Louis was a gathering place for people from all walks of life. Steamboats were always arriving and departing, bringing people and supplies through the city. Steamboats traveled up and down the rivers like cars now travel the highways and airplanes fly in the sky.

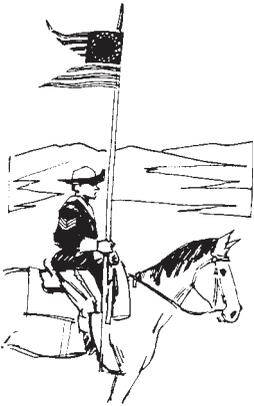
Scavenger Hunt

At the St. Louis Levee Exhibit can you find:

- the type of food that is in the crate made in St. Louis?
- what sounds would you hear on the riverfront?
- what would it smell like?
- how does this riverfront compare to the riverfront today?



SOLDIERS

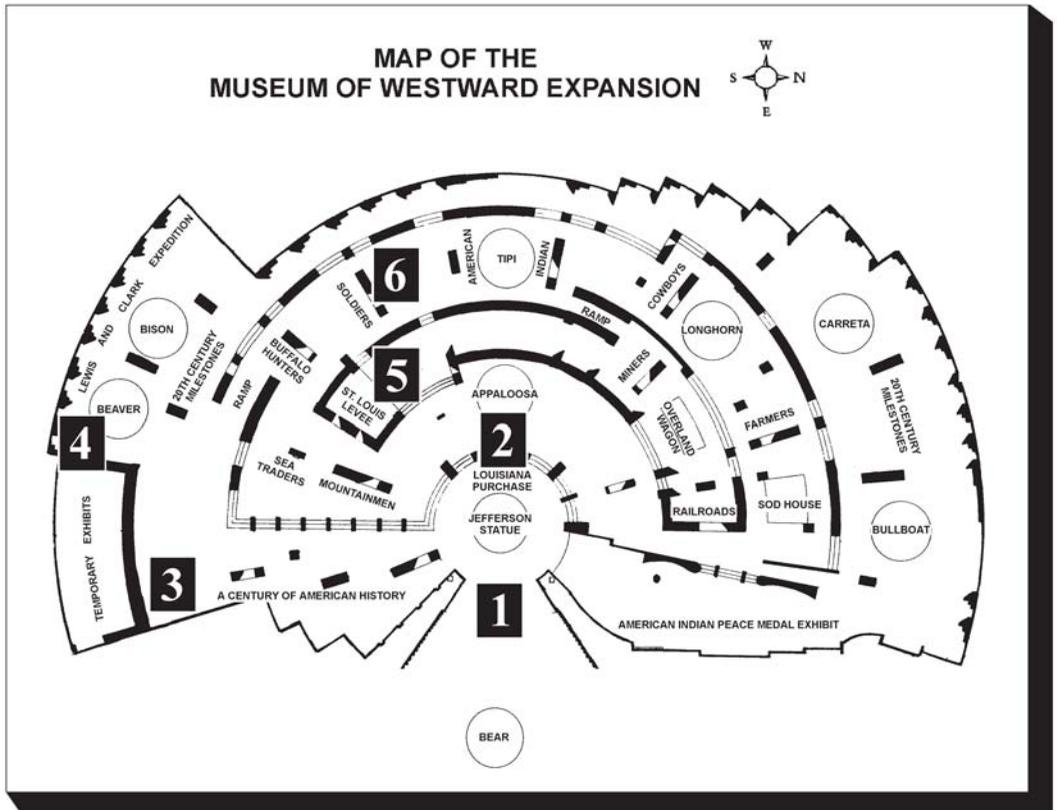


(Please read aloud.) Soldiers served on the frontier to protect the settlers and establish order. After the Civil War, army officers brought their families to frontier forts.

Please move to the following:

6

Soldiers Wall beside Soldier Statue (1870-1890 rings)



Read To The Class

In the frontier forts of the west, children such as Lillie Snyder often found many things to make them happy. "Christmas Day. Lillie woke this a.m. to find her dear little heart made glad by the gifts of Santa Claus. I do not think she expected much but she found a very pretty tree, a stocking full of candy and a handsome wax doll in another. . ." Fiorello La Guardia, who grew up to become the mayor of New York City in 1933 through 1945, was the son of Italian immigrants. His father enlisted in the U.S. Army as chief musician of the Eleventh Infantry. To Fiorello, the West of the 1890s was "paradise," a playground "not measured in acres, or city blocks, but in miles and miles."

Scavenger Hunt

At the Soldiers
Wall can you find:

- a picture of Buffalo Soldiers?
- what is covering the canteen? why cover a canteen? what do you use to cover soda cans?



PLAINS INDIANS

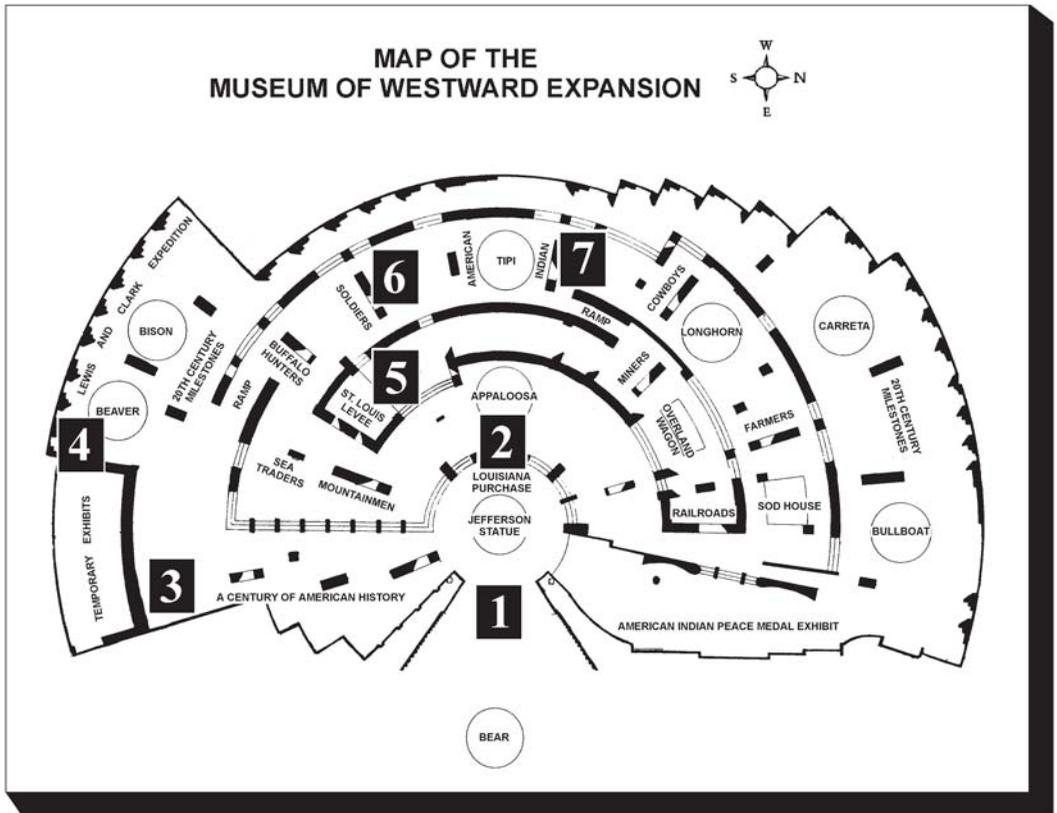


(Please read aloud.) As the 19th century continued, steamboats and wagons brought more Euro-American and African-American people to the west, the traditional homelands of the Plains Indians.

Please move to the following place:

7

Plains Indian Wall beside tipi (1860-1880 rings)



Read To The Class

In the book *Waheenee: An Indian Girl's Story told by herself to Gilbert L. Wilson*, Waheenee remembered her childhood as a very happy time.

“We liked to play at housekeeping, especially in the warm spring days, when we had returned from winter camp and could again play out-of-doors. With the help of the neighbors' children, we fetched long forked sticks. These we stacked like a teepee frame and covered with robes that we borrowed. To this play tent we brought foods and had a feast.”

Plains Indian children played with toys such as dolls and tipis. Plains Indians such as the Sioux (Lakota) depended upon the bison for their food, clothing, homes and even the toys their children played with. A bison bladder became a ball. Bison ribs were tied together to make sleds for the snow.



Scavenger Hunt

At the tipi can you find:

the Plains Indian doll?

At the American Indian Wall (on the side with the shield) can you find:

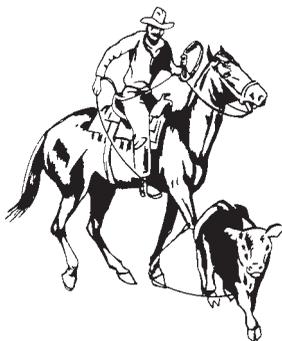
the photograph of the baby in the cradle board?

(Read the quote below it aloud.)

the shoes of the mother, the father, and child? How are these shoes different from your shoes?

would you have lived in a tipi? why or why not?

COWBOYS

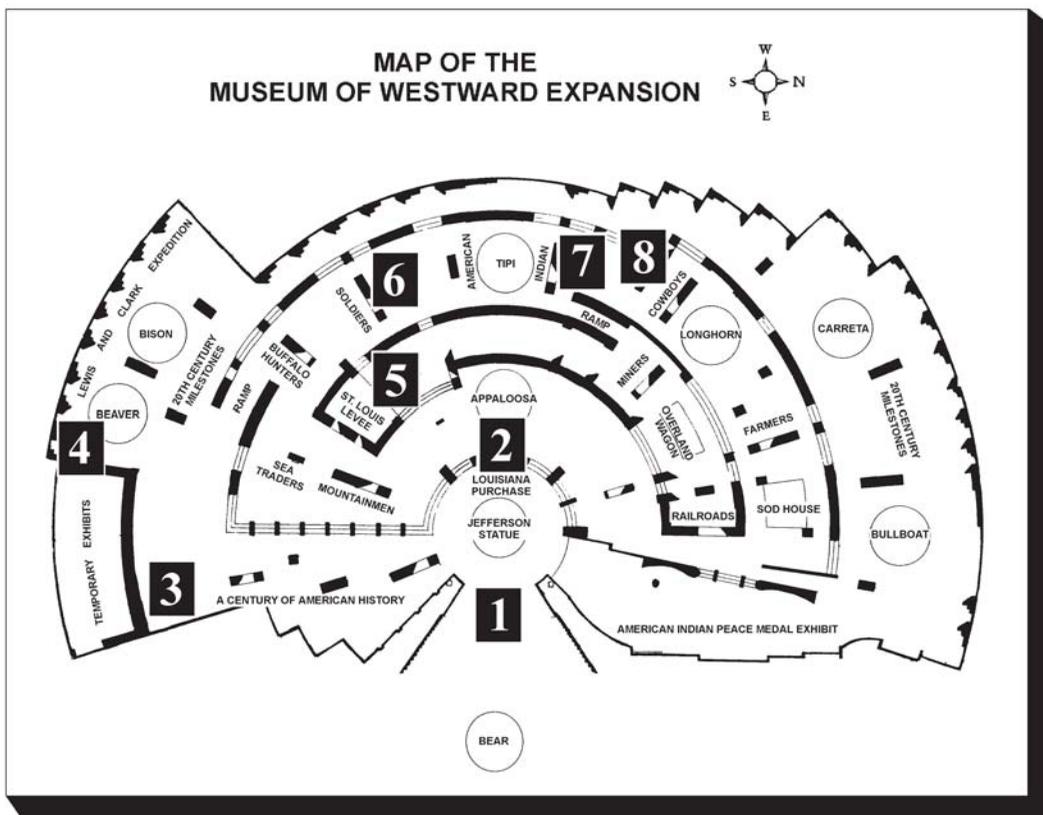


(Please read aloud.) American Indian children living on the prairie saw the West as open and free. Likewise, children living on cattle ranches saw the West as a giant playground.

Please move to the following:

8

Cowboys Wall near the Texas Longhorn steer (1870-1890 rings)



Read To The Class

Agnes Morley Cleaveland grew up on a cattle ranch. She remembered: "Ranch children played few games among themselves. Entertainment took the form of playing with animals. The pets which we acquired at various times ranged the gamut of animal life about us, both wild and the semi-domesticated range stock." The animals that she remembered playing with were: a collie dog, a fawn, a goat, a cat, a rooster, and a 3 month old black bear named Josh, as well as cattle and horses. Agnes grew up on a ranch in New Mexico in the 1870-80s when cattle were taken on long drives by cowboys to the railroad towns in Missouri and Kansas. After the Civil War, the Longhorn steers left by Spanish explorers provided beef for the people in the East.

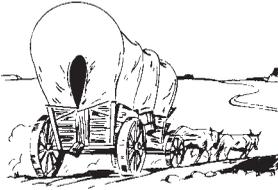


Scavenger Hunt

At the Cowboys Exhibit can you find:

- the playing cards? are they the same as ones that you play with? why or why not?
- the photograph of the cowboy cook and his kitchen? Compare this to your kitchen at home.

OREGON TRAIL

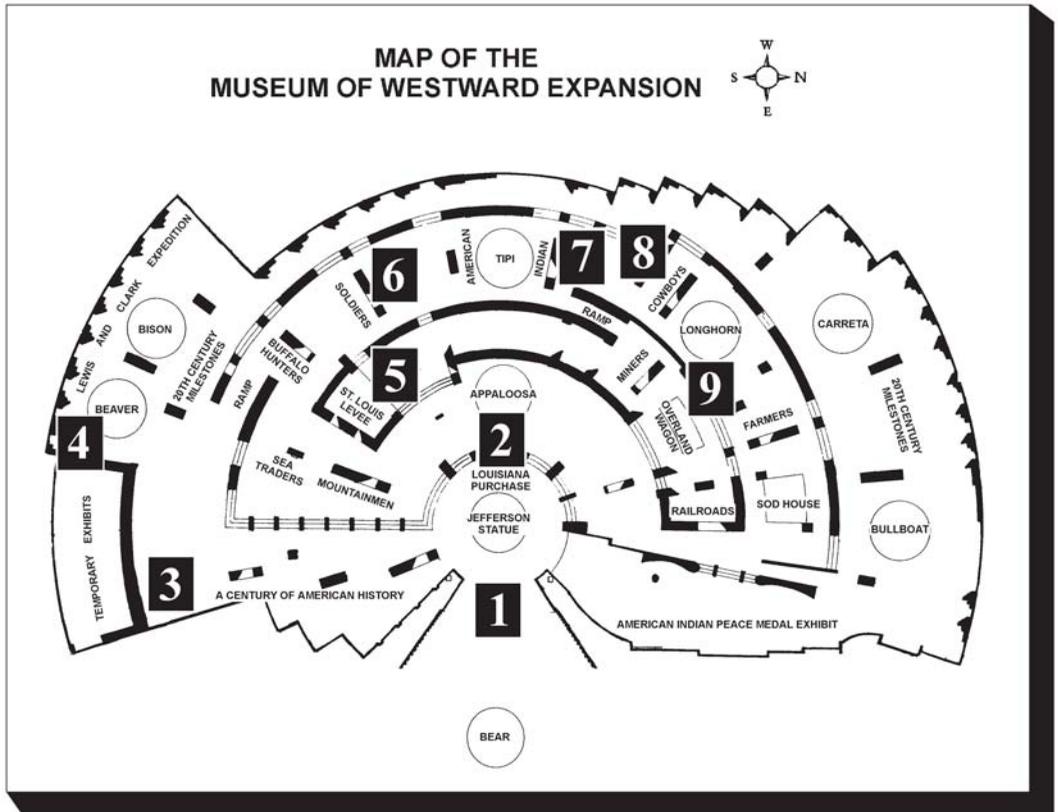


(Please read aloud.) Like the cowboy cook who carried his kitchen from camp to camp, children moving to Oregon packed their trunks to move to new homes.

Please move to the following place:

9

Covered Wagon Exhibit (1850-1860 ring)



Read To The Class

Sallie Hester was fourteen years old when she traveled with her family from Indiana to California in 1849, the time of the gold rush. Sallie's father hoped his health would improve in the warm air of California. She wrote:

“When we camp at night, we form a corral with our wagons and pitch our tents on the outside, and inside of this corral we drive our cattle, with guards stationed on the outside of tents. We have a cooking stove made of sheet iron, a portable table, tin plates and cups, cheap knives and forks (finest ones packed away), camp stools, etc. We sleep in our wagons on feather beds; the men who drive for us (sleep) in the tent. We live on bacon, ham, rice, dried fruits, molasses, packed butter, bread, coffee, tea and milk as we have our own cows.”

Many other families went to Oregon to claim land for farms and businesses. The trip often took six months, from early Spring to early Fall. Teams of oxen pulled the wagons filled with furniture, food, clothing, tools, books and blankets. Rather than ride in the bumpy, crowded wagon, people walked across the prairies and mountains of the Oregon Trail.



At the Covered Wagon and the Goldminers Wall can you find:

- the doll in the green dress? how does she compare to the doll in the tipi?
- the quote about the boy whose mother sells root beer to the goldminers? How old is he? Would you wash an out an ounce of gold each day? Why or why not?

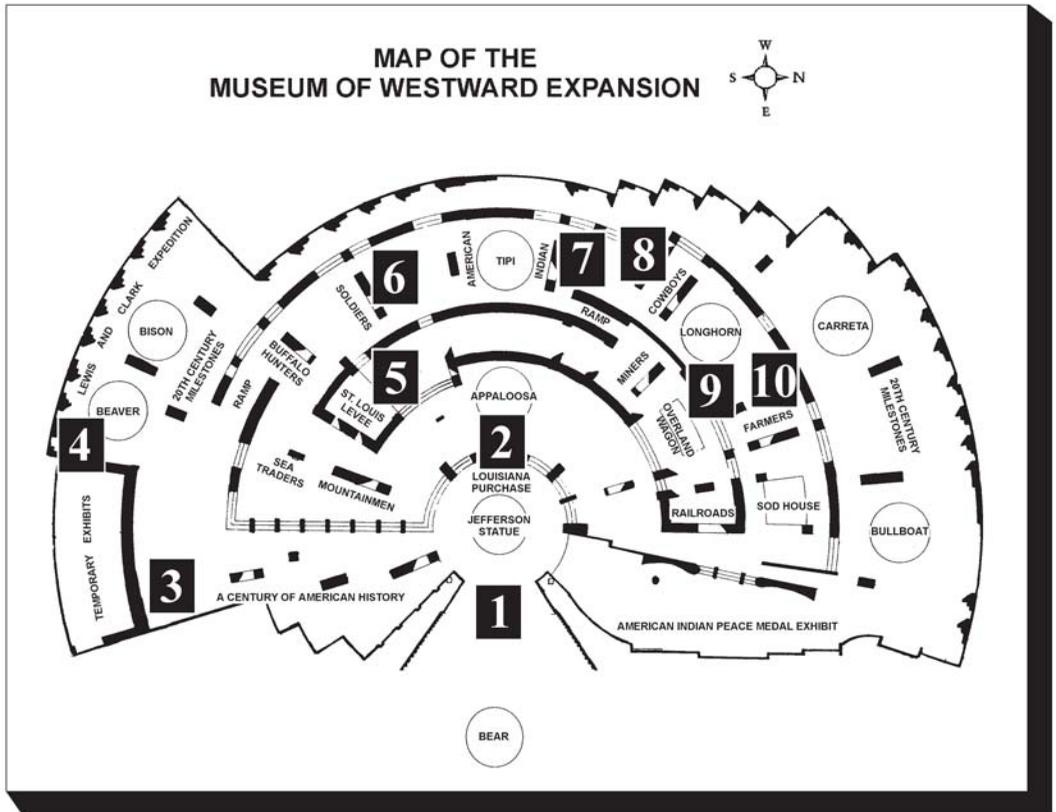
FARMERS



(Please read aloud.) Although the early explorers named it “the Great American Desert”, ranchers and farmers turned Kansas into Dorothy’s “land of Ahs!” (“Kansas, the land of Ahs” was a state slogan for many years.)

Please move to the following place:

10 Early Farmers’ Wall (1820-1830 rings)



Read To The Class

Sophie Trupin came to North Dakota from Russia as a child: “So many images come to mind when I recall school days on the prairie. I loved it all: the desks in neat little rows; the teacher, who was always dressed so neatly. . . . I loved being a part of this untroubled, orderly world, where I experienced . . . the excitement of learning.” Families traveled from other countries to make new homes in Kansas, Nebraska, Oklahoma, North and South Dakota. They plowed up the land to grow wheat, corn, beans and potatoes. Because there were so few trees on the Great Plains, people built sod houses. Lumber was expensive and dirt was cheap. Sod houses are made by stacking blocks of dirt with the grass still attached to them. “Soddies” could be very comfortable homes: warm in the winter and cool in the summer. Like Laura Ingalls Wilder, Sophie Trupin remembered living in “little houses”, going to one room schools, taking care of the animals, singing songs and playing games.



Scavenger Hunt

At the Sod house can you find:

- the photograph of children holding a jump rope in front of their sod school?
- the photograph of the boy in the swing?
- the photograph of the cow on the roof?
- the shoes of the mother, father and child?
- Compare these shoes to those of the Plains Indians.
- Would you have lived in a sodhouse? Why or why not?

END OF THE TRAIL

Read to The Students

- Today we've heard stories of what life was like for children living in the west during the nineteenth century. Would you have gone west during the nineteenth century? Why or why not?
- Each national park has a special story to tell. What story is told at Jefferson National Expansion Memorial? In your opinion, does the Gateway Arch symbolize this story? Why or why not?
- Do you believe it is important for the National Park Service to preserve the stories, photographs, and artifacts you've learned about today? Why or why not? How can you help preserve and protect your national parks?



JEFFERSON NATIONAL EXPANSION MEMORIAL TEACHER LED TOUR EVALUATION

Our goal is to provide you with “World Class” service. Please **copy** this form, complete and return to: Director of Education, 11 North Fourth Street, St. Louis, MO 63102; or fax to (314) 655-1642.

Date/Time of Your Visit:

Group Size:

Grade Level:

This booklet accomplished the following:							
√ Connects with your curriculum objectives.	5	4	3	2	1	0	
√ Developmentally appropriate and inclusive for your students.	5	4	3	2	1	0	
Your students have a greater understanding of:							
√ Museum resources/park story/national significance.	5	4	3	2	1	0	
√ Preserving national and cultural resources and stewardship.	5	4	3	2	1	0	
Overall rating of your visit.	5	4	3	2	1	0	

In your opinion, what is the special significance of Jefferson National Expansion Memorial?

Suggestions/Other Comments:



READING LIST

PARK RANGERS RECOMMEND THESE BOOKS

The Natural World

Cobblestone Magazine. "Lewis and Clark Exploration, 1804-1806." Peterborough, New Hampshire: Cobblestone Publishing, September, 1980.

Cutright, Paul Russell. Lewis and Clark: Pioneering Naturalists. Lincoln: University of Nebraska Press, 1969.

St. Louis

Andrist, Ralph K. Steamboats on the Mississippi. Mahwah, NJ: Troll Associates, 1962.

Capps, Mike; Paul McElroy, Bob Moore and Richard Ellis. Story of the Gateway Arch: A Pictorial History. St. Louis: Jefferson National Expansion Historical Association/National Park Service, 1992.

Plains Indians

Sneve, Virginia Driving Hawk. The Sioux. New York: Holiday House, 1993.

Wilson, Gilbert. Waheenee: An Indian Girl's Story Told By Herself. Nebraska: University of Nebraska Press, 1981.

Oregon Trail

Werner, Emmy E. Pioneer Children on the Journey West. Boulder: Westview Press, 1995.

Freedman, Russell. Children of the Wild West. New York: Clarion Books, 1983.

Cowboys

Cleaveland, Agnes Morley. No Life for a Lady. Lincoln: University of Nebraska Press, 1977.

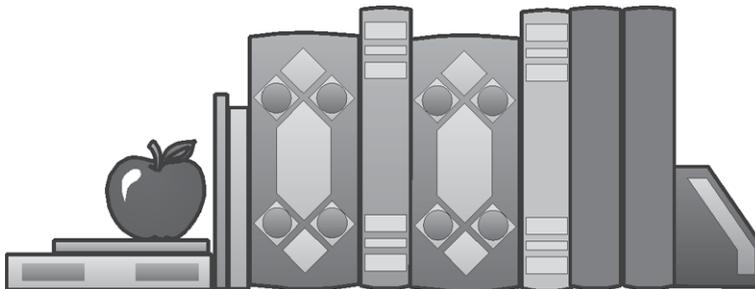
Cobblestone Magazine. "America's Cowboys." Peterbough, New Hampshire: Cobblestone Publishing, 1982.

Farmers

Wilder, Laura Ingalls. By the Banks of Plum Creek. New York: Harper & Row, 1981.

Turner, Ann. Dakota Dugout. New York: Aladdin Books, 1985.

Note: Many of these books are available through the Jefferson National Parks Association. Call (314) 231-5474 or (800) 537-7962 or visit www.historydirect.com.





EXTENSIONS ACROSS THE CURRICULUM

CLASSROOM ACTIVITIES



Language Arts

In the 19th century, people moving west wrote about their experiences in journals, diaries and letters. The quotes featured in the museum are taken from these writings. Have your students write a journal entry, letter or newspaper article about their trip to the Arch and the museum.



Math

For many families, the average time for traveling on the Oregon Trail was about five months. Have students calculate the number of days a pioneer family spent on the Oregon Trail. Most families traveled approximately 2,000 miles. Have students calculate the average number of miles traveled per day.



Science

Eero Saarinen won first place in 1947 when he designed the Arch for an architectural contest. When he was 12, he won first place in a match stick design contest. Have students create a design for another monument to westward expansion using match sticks or recycled materials.



Art

Encourage work groups to research the art forms of the various Plains Indian people. Have students design clothing, tipi covers, pictographs, or other objects using traditional designs.



Music

Cowboys sang songs to calm the cattle, and soldiers marched to drums. Play an audiotape of western music and discover how music reflects the ways people felt about the west.



ADDITIONAL RESOURCES

Now that your students have experienced life in the West, use the following resources to learn more about Westward Expansion, St. Louis History, and National Parks.

INTERNET

Jefferson National Expansion Memorial
www.nps.gov/jeff

National Park Service
www.nps.gov



- Fort Clatsop National Monument
- Fort Larned National Historic Site
- Grant-Kohrs Ranch National Historic Site
- Homestead National Monument of America
- Knife River Indian Villages National Historic Site
- Whitman Mission National Historic Site

VIDEOTAPES

These films are loaned at no charge by calling our reservationist at (314) 655-1700.

- Charles Russell - An American Artist (grades 4-12)
- Conviction of the Heart/The Challenge of Yellowstone (grades K-12)
- Gateway to the West (grades 4-12)
- Monument to the Dream (grades 3-12)
- A Monumental Story: The Gateway Arch & The Old Courthouse (grades K-4)
- Touring the Gateway Arch (grades 5-12)



Jefferson National Expansion Memorial
11 North 4th Street
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Help conserve our natural resources! If you have no further need for this booklet, please return it to the Information Desk, so another school group can use it.

Thank you!

